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Good Apples

Phyllis Nuehring

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Good Apples

Phyllis Nuehring – School not available

Grade Level (Req.): K-5th grade	Content Area (Req.): Human Geography, English/Reading	Unit (Opt.):
<p>Connections to Other Disciplines (Opt.):</p> <ul style="list-style-type: none"> • • • 		
<p>Time Frame (Req.): Approximately 35 minutes</p>	<p>Goal (Req.): To gain knowledge that individuals may be different on the outside but similar on the inside.</p>	
	<p>Objective (Req.): Students will understand that cultural differences among people have a positive value to society. Students will understand that such differences add to the quality, interest, and value of our lives. Students will realize that although we are different, we have many things in common.</p>	
<p>Materials Needed (Req.):</p> <ul style="list-style-type: none"> • An apple for each student in the class (plus some extra). The apples should be various sizes, shapes, and colors. Choose apples with “distinguishing characteristics” such as leaves, scars, and small bruises. • A sharp knife • An apple cut-out for each student • • • • 	<p>New Vocabulary (Opt.):</p> <ul style="list-style-type: none"> • • • • • 	
<p>Anticipatory Set/Introduction [Inquiry Question is required] (Req.): How are people different? How are they the same?</p>		
<p>Instructional Sequence/Procedure (Req.):</p> <ol style="list-style-type: none"> 1. Tell your students that they will be spending some time finding out about how people are the same and how they are different. 2. Put apples out on a table and have each student in the class choose an apple. 3. Tell them to get to know their apple very well. Suggest that they look for special characteristics of their apple. 4. Have students make up a story about their apple and share it with a neighbor. Time could be allowed to share the stories with the rest of the class. 5. Have the student return the apples to the table. Mix up the apples and have the students return to find their original apple. 6. When the students have returned to their seats, ask them how they knew which apple was theirs (color, size, shape, special features). 7. Ask how this could relate to people. Make a list of how people are different. Discuss why this is important. 8. Make a list of how people are the same. Discuss why this is important. (Lists can be done in 		

cooperative groups and then shared with the entire class.)

9. Read the book, *People*, by Peter Spier to give the students a literature connection to the story.
10. Extending the Lesson: Summarize the importance of individual differences and similarities in people. Suggest that one way all people are similar is that they have a star inside them (something special that makes them shine, and that they especially like about themselves), just like each apple has a star inside it. Cut the apple in half. Let each child see the star inside the apple. Pass out apple and shining star cutouts. Have each child draw a picture of themselves on their star and glue it to the center of the apple. Have them write 5 things that they feel makes them special at the points of the star. Create a "GOOD APPLE" bulletin board with the apples so students can share what makes them special.
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- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

Formative Evaluation (Req.): I would use an immediate observation check to record participation by the students.

Assessment (Req.): I would use the finished bulletin board product to check for understanding.

Iowa Core Curriculum Standards Used (Req.):

- Geography, grade 3-5: Understand how geographic and human characteristics create culture and define regions.
- Geography, grade 3-5: Understand how human factors and the distribution of resources affect the development society and the movement of populations.
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Common Core Curriculum Standards Used (Opt.):

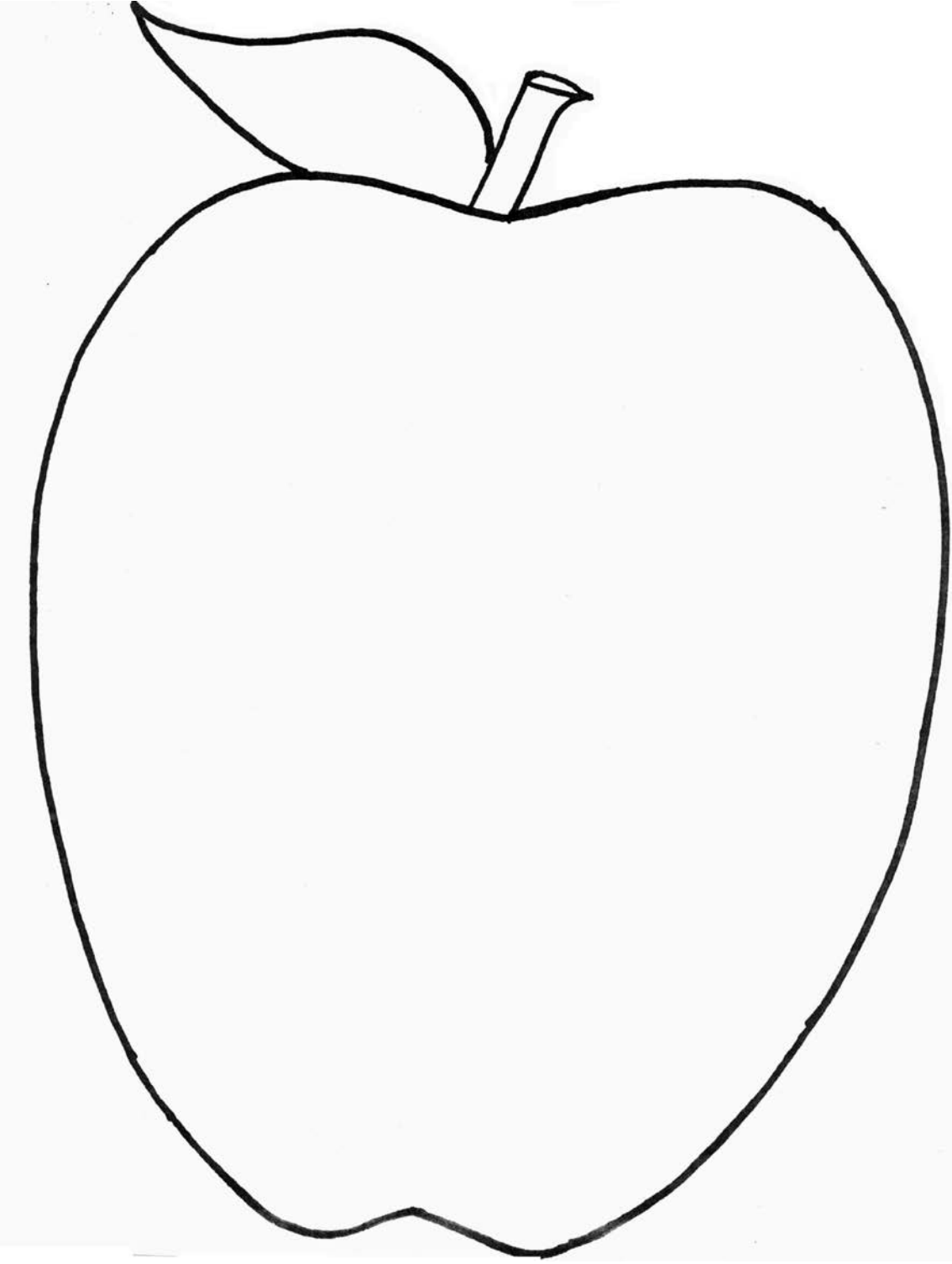
- Speaking and Listening, grade K-5: Ask and answer questions in order to gather additional information, clarify comprehension, or deepen understanding; strive for the ability to summarize the speech.
- Reading for Literature, grade K-5: Ask and answer questions about key details in a text (5 Ws and How) to demonstrate understanding, over time being able to refer explicitly to the text.
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NGS Standards Used (Req.):

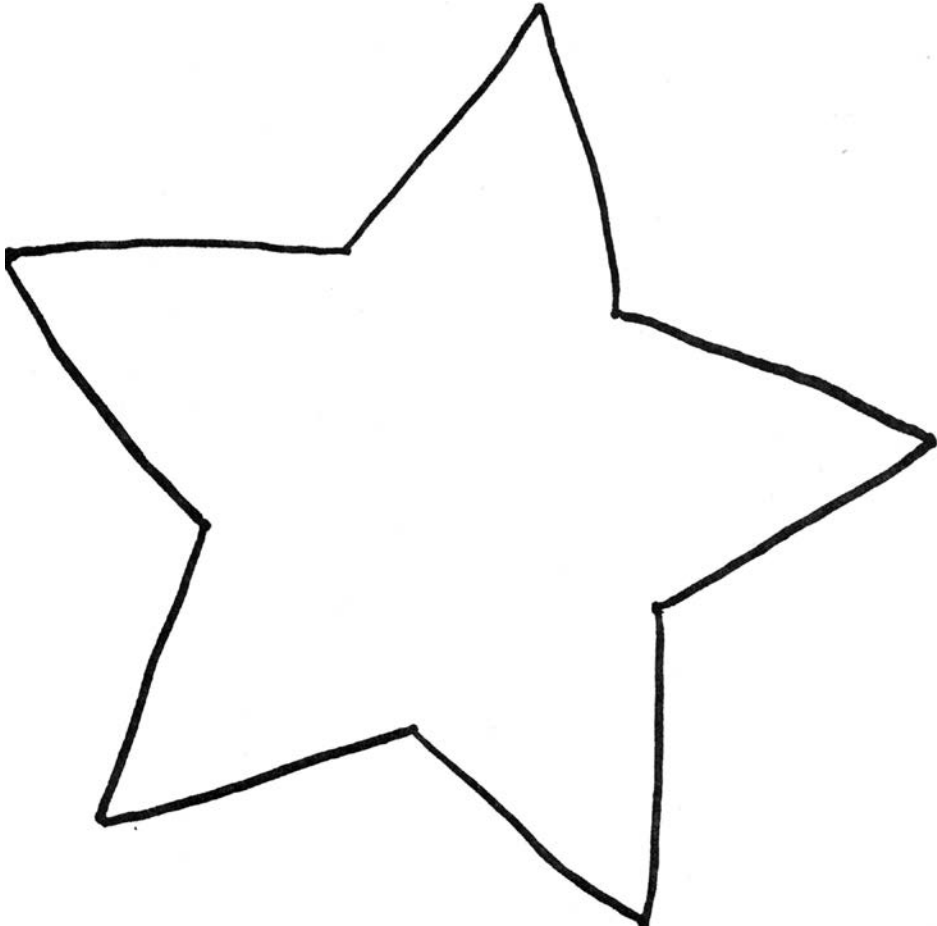
- The physical and human characteristics of places
- The characteristics, distribution, and migration of human population on Earth's surface
- The characteristics, distribution, and complexities of Earth's cultural mosaics

<ul style="list-style-type: none"> • The processes, patterns, and functions of human settlement • • • • • • 	
<p>Five Themes of Geography Used (Req.):</p> <ul style="list-style-type: none"> • Human-Environmental Interaction • • • • 	<p>School District Standards and Benchmarks (Opt.):</p> <ul style="list-style-type: none"> • • •
<p>21st Century Universal Constructs (Opt.): Critical Thinking</p>	
<p>Other Disciplinary Standards (Opt.):</p> <ul style="list-style-type: none"> • • • • • 	
<p>Other Essential Information (Opt.):</p>	
<p>Other Resources (Opt.):</p> <ul style="list-style-type: none"> • Spier, P., People, New York: Trumpet Club, 1080. • • • 	

Apple for "Good Apple" bulletin board



Star to be used inside "Good Apple" bulletin board.



Apple shape cut out for "You Are A Good Apple" - positive characteristic booklet

